

Today's Session

- ◆ What is Acceleration?
- ◆ Acceleration Myths & Research
- ◆ Developing an Acceleration Plan
- ◆ Questions



Pre-assessment



- ◆ Define acceleration
- ◆ Provide four distinct examples of academic acceleration
- ◆ What is the difference between acceleration and enrichment?
- ◆ Describe the acceleration policy at your school
- ◆ Name three factors that should be a part of a school-wide acceleration policy

What is Acceleration?

- ◆ Educational intervention that moves students through an educational program at a faster than usual rate or younger than typical age. It is not enrichment (adding depth and breadth to regular curriculum).
- ◆ Matches level, complexity, and pace of curriculum with readiness and motivation of student.
- ◆ Provides cumulative educational advantage.
- ◆ Most effective, empirically validated intervention for gifted students.

Colangelo, N., Assouline, S., & Gross, M. (2004). A nation deceived: How schools hold back America's brightest students. Iowa City, IA: The Belin Blank Center Gifted Education and Talent Development.

Types of Acceleration

- ◆ Early Admission to Kindergarten
- ◆ Early Admission to First Grade
- ◆ Grade-Skipping
- ◆ Self-Paced Instruction
- ◆ Subject-Matter Acceleration
- ◆ Combined Classes
- ◆ Curriculum Compacting
- ◆ Telescoping Curriculum
- ◆ Extracurricular Programs
- ◆ Concurrent / Dual Enrollment
- ◆ Advanced Placement
- ◆ Credit by Examination
- ◆ Early Entrance into Middle School, High School, or College



Myth 1



Acceleration is not an important issue because it applies to a very small portion of the population.

“Importance of acceleration is not driven by numbers, but legitimate educational needs of high ability students. Many essential educational programs respond to need not numbers. These include the Head Start Program and bilingual education. Just because most children do not need acceleration does not diminish its importance.”

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Myth 2



Acceleration is tracking.

Tracking based on group differences - acceleration focuses on individual differences.

1990s antitracking movement based on incomplete research. Some influential work left out data from top 5% of student population.

Allan, S.D. (1991). Ability grouping research reviews: What do they say about grouping and the gifted? *Educational Leadership*, 48(6), 60-65.

Colangelo, N., Assouline, S., & Gross, M. (2004). *A nation deceived: How schools hold back America's brightest students*. Iowa City, IA: The Belin Blank Center Gifted Education and Talent Development.

Myth 3



Acceleration is for the wealthy.

Gifted students exist in all demographic and socioeconomic categories.

Acceleration can help level the playing field of opportunity since the cost to family or school is minimal.

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Myth 4



Acceleration pushes children before they are ready academically or socially/emotionally.

Acceleration allows a student to move at an appropriate pace. For many gifted students, acceleration provides a better personal maturity match with their peers than do non-accelerated programs. Readiness, not age, should be main determinant for placement.

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Myth 5



Acceleration violates educational equity.

Don't confuse equity with sameness. Forcing all students to have the same curriculum at the same time is a violation of equal opportunity.

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Myth 6



Acceleration creates gaps in students knowledge.

Students are accelerated because they are well ahead of their age-peers in their academic development and knowledge. Gifted students are swift learners and gaps quickly disappear with appropriate instruction.

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Cumulative Research

- ◆ Gifted students already know approximately 40-50% of material taught in a traditional classroom before instruction begins.
- ◆ Acceleration is the most effective curriculum intervention for gifted students.
- ◆ Many educators view acceleration negatively, despite copious evidence for its feasibility and success.

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Reis, S. M. Burns, D. E., & Renzulli, J. S. (1992). Curriculum compacting: The complete guide to modifying the regular curriculum for high ability students. Mansfield Center, CT: Creative Learning Press.

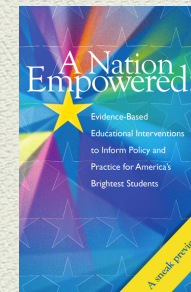
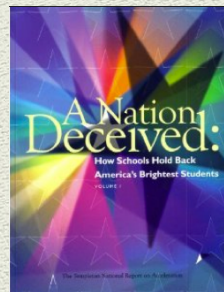
Cumulative Research

- ◆ When bright students are presented with curriculum developed for age-peers, they can become bored, unhappy, and disengaged in learning.
- ◆ For bright students, acceleration has long-term beneficial effects, both academically and socially. Accelerated students earn advanced degrees and contribute professionally at rates well above societal baselines.
- ◆ Gifted students who are accelerated in middle school and high school report much more satisfaction with their education than gifted students deprived of such opportunities. Many wished they would have had more opportunities in K-12 settings.

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Cumulative Research

- ◆ Testing is highly effective in identifying students who would benefit from acceleration.
- ◆ The few problems that have been experienced with acceleration have stemmed primarily from incomplete or poor planning.
- ◆ Additional research: Institute for Research and Policy on Acceleration



*Coming
Spring 2015!*

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Acceleration Tools



Classroom-level

- ◆ The Compactor

Subject Skipping

- ◆ Orleans-Hanna Algebra Prognosis Test

Grade-level Skipping

- ◆ *The Iowa Acceleration Scale, 3rd Edition (IAS-3)*

Diagnostic, long-term tool

- ◆ Northwestern University Midwest Academic Talent Search

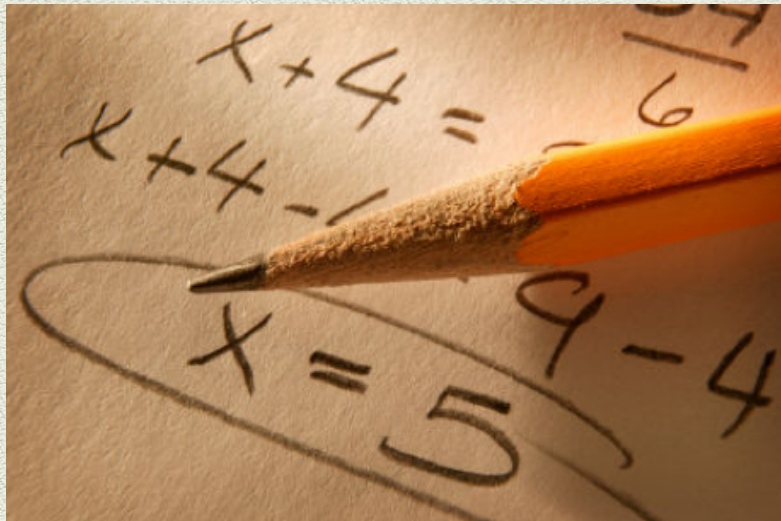
The Compactor

Pre-Assessment Data	Plan for Compacting	Standards (Out of Grade Level)	Acceleration/ Enrichment Plan

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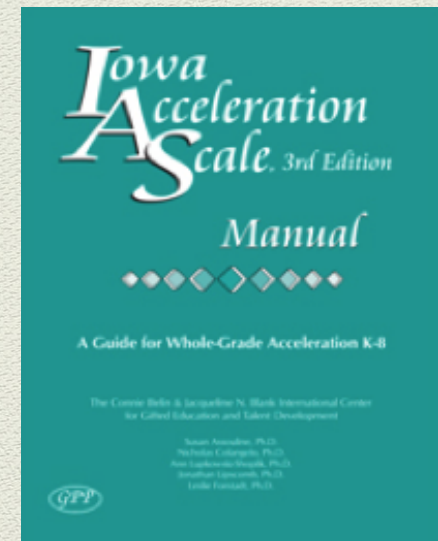
Orleans-Hanna Algebra Prognosis

- ◆ Assesses problem-solving to predict algebra readiness
- ◆ Norms (percentile ranks and stanines) given for data interpretation
- ◆ Grades 7-11
- ◆ 50-60 min test



Iowa Acceleration Scale

- ◆ 16 page survey with 10 subsections: general information, school history, critical items, assessment of ability, assessment of aptitude, assessment of achievement, school and academic factors, developmental factors, interpersonal skills, and attitude and support
- ◆ K-8 students
- ◆ Requires above grade level test data
- ◆ Early entrance to kindergarten, not college



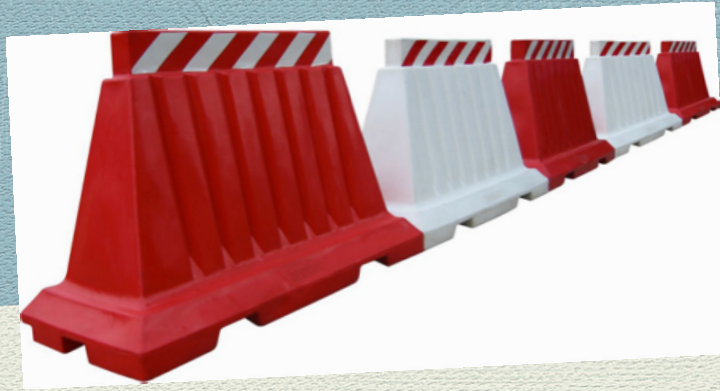
NUMATS



- ◆ Above grade-level testing for 3rd-8th grade students
- ◆ EXPLORE, ACT, SAT
- ◆ Long-range academic plan - suggestions for selecting coursework
- ◆ Statistical summary
- ◆ Instructional and parenting resources for home

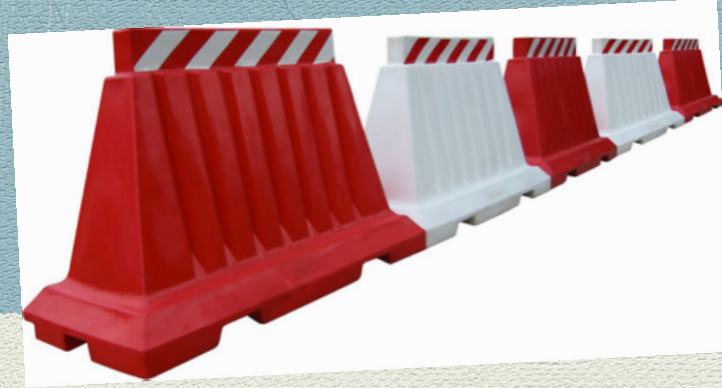


Barriers



- ◆ Lack good decision tools
 - ◆ Develop in-house tools in collaboration with higher grades
- ◆ Schedule
 - ◆ Adopt common ELA/Math block
 - ◆ Team teaching
- ◆ Lack of courses at higher end
 - ◆ Develop courses, online learning labs
- ◆ Gaps in student knowledge
 - ◆ Be prepared, front-load gap filling

Barriers



- ◆ Uneven groups
 - ◆ Multi-level inclusive classrooms - differentiation training
- ◆ Lack of training for in-class acceleration
 - ◆ Professional development, instructional coaching, licensure
- ◆ English acceleration: mature texts
 - ◆ Classics
- ◆ Standardized tests based on grade-level performance
 - ◆ Looping review

Acceleration Guidelines

- ◆ Access to acceleration options are open to all students and assessment is systematic, objective, fair (consider ELL tools)
- ◆ Open communication and access for community
- ◆ Name categories and types of acceleration offered
- ◆ Detailed process
- ◆ Decisions made by child-study teams, not individuals

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Acceleration Guidelines

- ◆ Written plan
- ◆ Monitoring plan with option to reverse and appeals process
- ◆ Attention to short and long-term needs
- ◆ Course credit guidelines
- ◆ Ensure access to extracurricular activities maintained
- ◆ Evaluate policy regularly

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Sample Elementary Math

- ◆ Offering 6th grade math in elementary
- ◆ Developing criteria with multiple data points to accelerate (at least 3 from list below)
 - ◆ NWEA: 80%
 - ◆ *Everyday Math* end-of-year assessment: 80% or above takes grade above test
 - ◆ Class grades: A or B
 - ◆ Teacher Observation/Evaluation
 - ◆ ISTEP Pass + (4th/5th grade)



Questions

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